

## WHOSE ENGLISH?

### OVERVIEW

In this unit, you will learn about different varieties of English and discuss concepts like lingua franca, foreign and second languages, and World Englishes. You will also know about Brazilian English and think critically about your English learning.

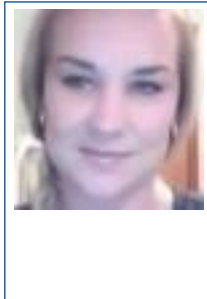
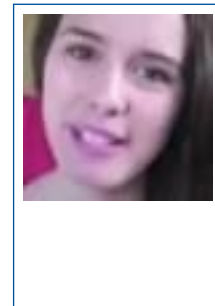
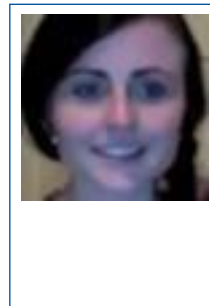
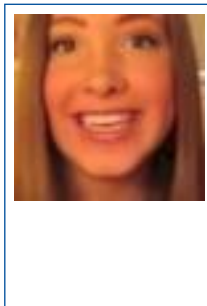
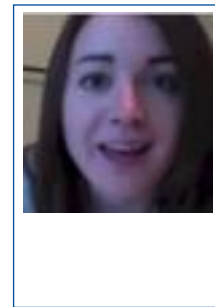
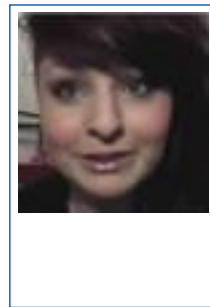
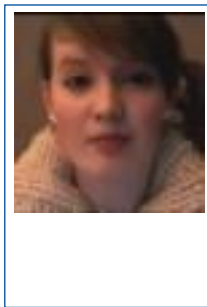
### LANGUAGE FOCUS

- Countries, nationalities and languages
- Word formation: suffixes to form nationalities and languages
- Pronunciation: stressed / unstressed syllables
- Present simple (verb *to be* and regular verbs): negatives and questions

## LOOK AROUND

1. How many English speaking countries are there in the world?  
Less than 30? Between 30 and 50? More than 50?  
Make a list of the countries you know.  
Then compare lists with a friend.
2. Discuss: Can you think about the differences in the Englishes spoken in the different countries?
3. You are going to watch a video with girls from different English speaking countries. Watch the video and write down where each girl is from. Use the locations from the box on the left.

Australia  
Glasgow, Scotland  
Canada  
London, England  
New Zealand  
New York, the USA  
Texas, the USA



### LOOK CRITICALLY

The seven girls are native speakers and they all have different accents. Now think:

- Does a non-native speaker need to choose one variety of English to follow?
- What “Portuguese” do you speak?

## LOOK CLOSER

### READING

1. Read the text quickly to find out what these abbreviations stand for: EFL / ESL / ELF.

**Professor Ana Paula Duboc teaches English Teaching Methodology at FEUSP and is specialized in Multiliteracies. In this interview she explains the different terms related to English teaching and learning around the world.**

**Interviewer:** Some people think the terms “second” or “foreign” language are synonyms. Are they?

**APD:** No, they aren't. English as a “second” language is different from English as a “foreign” language. Simply put, the difference lies in two aspects: who uses the language and where these people are from. So, traditionally, we say English is a foreign language (EFL) when we teach it to people who live in a non-speaking English country (for example, a Chinese learns English in China). English as a second language (ESL), in contrast, refers to people who learn English in a predominantly English-speaking country (for example, a Chinese learning English in Canada). In both definitions, native speakers are the role models and students have to learn English with a concern with “the correct and perfect” use of grammar, vocabulary and pronunciation. In this logic, students “imitate” native speakers.

**Interviewer:** That's interesting... and what about the term “lingua franca” applied to English? Is it the same as “foreign”, “global”, “international”? Isn't it confusing?

**APD:** Well, it's confusing, I know. But they are not equivalent. In recent globalized societies, we see many new abbreviations referring to the new uses of English. Why? Because now English is used by many non-native English speakers around the world! This explains the terms “English as a global language” or English as an international language”. According to Jenkins, “English as a Lingua Franca” (ELF) is “the common language of choice among speakers who come from different language and cultural backgrounds”. The difference between EFL and ELF is that “English as a Lingua Franca” focuses on mutual negotiation between speakers. In this new concept, native speakers are not role models and we don't have

to achieve “perfect” pronunciation. We don't have to “imitate” native speakers. I like this concept of English as a Lingua Franca because it gives emphasis on intelligibility, that is, when we communicate, it's important to understand and be understood in a process that involves accommodation instead of imitation.

**Interviewer:** So, if we learn English in Brazil, do we learn it as a “foreign language” or as a “lingua franca”?

**APD:** It depends on your attitude towards English. For instance, if you want to “sound” like a native speaker, you still have a concept of EFL. But if you accept we all have accents and if you believe intelligibility is more important than accuracy (perfect use of grammar and pronunciation), then you see English as a lingua franca. I like ELF because it embraces diversity, it accepts the way we speak English. Communication is important. Communication is what matters. For example, if you go abroad on an exchange program and use English to communicate with Portuguese, German, Italian students without thinking of native speaker rules, then English becomes a “lingua franca”.

**Interviewer:** But what happens in some parts of Brazil, where communities speak and learn Italian or German at home and/or at school? Are these languages also foreign languages? Or second languages?

**APD:** We always think Brazil is a monolingual country, but it isn't. Brazil is a multilingual country due to past and recent migration movements. In these contexts, we use the term “additional” languages. In the state of Paraná, for example, many immigrants speak Ukrainian, German, and Polish in their local communities as a way to preserve their linguistic and cultural identities.

#### GLOSSARY

**role model** = good example, idol.

**choice** = option.

**go abroad** = travel to a different country.

**rules** = patterns, regulations.

## LOOK CLOSER

### READING

4. Read the text more carefully and answer the questions.
- Is the idea of English as a *foreign* or a *lingua franca* the same?
  - In Brazil, do we learn English as a foreign language?
  - Within the concept of ELF, is perfect pronunciation important? Underline in the text an explanation for your answer.
  - According to Professor Ana Duboc, what is important when you use English?
  - What is your attitude and expectation towards learning English?

### LANGUAGE STUDY

1. In the chart, countries, Nationalities and languages are mixed. Sort them out! Follow the example.

COUNTRY	NATIONALITY	LANGUAGE (s)
Brazil	Spanish	Afrikaans-Zulu-Xhosa-English
Colombia	South African	English
France	Russian	English
Japan	Portuguese	English
New Zealand	New Zealander	French
Portugal	Japanese	Japanese
Russia	French	Portuguese
South Africa	Colombian	Portuguese
Spain	British	Russian
UK	Brazilian	Spanish
USA	American	Spanish
Italy	Greek	Spanish
Greece	Argentinian	Spanish
Peru	Italian	Greek
Argentina	Peruvian	Italian

2. Based on activity 1, complete the explanation.

We use the suffixes *-sh*, , ,  and  to form nationality adjectives and languages.

3. Listen to some words in activity 1 and write them in the appropriate categories.

				
France	Japan	Portugal	Russia	American

#### LANGUAGE TIP

Words related to nationalities normally don't accept a plural form. Example:  
- These are the **Spanish** boys I talked to you about.

## LOOK CLOSER

### LANGUAGE STUDY

4. Study these excerpts from Professor Ana Duboc's interview and pay attention to the highlighted words. Then, based on your analysis, choose the true statements.

- a) Some people think the terms "second" or "foreign" language **are** synonyms. **Are** they?
- b) "No, they **aren't**. [...]"
- c) "[...] So, traditionally, we say English **is** a foreign language [...]"
- d) "[...] **Is** it the same as "foreign", "global", "international"? **Isn't** it confusing?"
- e) Well, it's confusing, I know. But they **are not** equivalent.

#### LANGUAGE TIP

I am not a native speaker.  
I ~~am~~'t a native speaker.

- I – In all the items, we find examples of the verb to be in its present simple forms, for example IS and ARE.
- II – The negative verb forms include the word NOT in them.
- III – In questions, we only have to use the question mark ( ? ) at the end of the sentence.
- IV – To give a short answer to Yes/No question, normally we use the verb form, and nothing else.

5. Complete the chart with the verbs in red, pink and green from activity 4.

#### Positive and negative statements

Subject pronoun	+	-
I You	am	am not
He, she It		Is not
We You They		

#### Questions and short answers

Verb from	Subject	Short answers
Am	I ...? You ...?	Yes, I am. No, I'm not.
	He, she ...? It ...?	Yes, she is. No, he isn't.
Are	We ...? You ...?	Yes, we are. No, you aren't.
	They ....?	Yes, they are. No, they aren't.

## LOOK CLOSER

### LANGUAGE STUDY

6. Follow the steps to challenge your friends with this quiz!

- a) Get divided into two groups: **A** and **B**.
- b) **Students A**: read your sentences and make them true using the affirmative or negative form of the verb to be. If necessary, do some online research to find the answers.  
**Students B**: do the same with your sentences. Then check your answers with your teacher.
- c) Get together in pairs: one **Student A** and one **Student B**. Challenge each other by asking!

**USEFUL LANGUAGE**

Is the Eiffel Tower French?  
Where are the Pyramids of Giza?

**Student A** – sentences

- i) Nobel Peace Prize winner, Malala Yousafzai, \_\_\_\_\_ Pakistani.
- ii) The Egyptian Giza Pyramids \_\_\_\_\_ near Cairo.
- iii) Actress Sophie Charlotte \_\_\_\_\_ French.
- iv) The Philippines \_\_\_\_\_ in Africa.



**Student B** – sentences

- i) Guinness beer \_\_\_\_\_ from Ireland.
- ii) Cochabamba and Potosí \_\_\_\_\_ in Peru.
- iii) Actor Keanu Reeves \_\_\_\_\_ Lebanese.
- iv) The Cayman Islands \_\_\_\_\_ in the Western Caribbean Sea.



## LOOK CLOSER

### WATCHING

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1. You are going to watch the introduction of a talk about the future of *ENGLISHES*. What do you think *Englishes* relate to?
- a) standard varieties of English people study in both the United States and the United Kingdom.
  - b) varieties of English in countries where the language is adopted and adapted according to local contexts.
- 

2. Now watch and check.

[https://www.youtube.com/watch?v=2\\_q9b9YqGRY&index=6&list=PLI5klw5mCtFbaorl-a-3Ccw16XsaC6Fk](https://www.youtube.com/watch?v=2_q9b9YqGRY&index=6&list=PLI5klw5mCtFbaorl-a-3Ccw16XsaC6Fk)

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3. Listen to another part of the talk and circle the correct answer.

- **According to David Crystal, language exists for us to**
  - a) talk about our local interests, history, and things that happen around us.
  - b) express ideas clearly to other people.
- **How long does it take for countries to start adapting English?**
  - a) a long time
  - b) not very long
- **We observe the adaptation of English in other countries chiefly in...**
  - a) the vocabulary people use
  - b) the grammar structures people use
- **How many words are there in the dictionary of South African English that are only used in South Africa?**
  - a) 5,000 words
  - b) 10,000 words
- **Sometimes you don't understand what people from a different nationality say in English because...**
  - a) you don't know the cultural background.
  - b) it isn't grammatically correct.



## LOOK CLOSER

### WATCHING

4. Now listen to this story by Professor David Crystal when he first visited South Africa. What is “robot” in South African English? Tick the image.






5. Get together in groups of 3. Use the cards your teacher will give you to guess the meaning of specific words in different Englishes!

#### USEFUL LANGUAGE

I think so. / I don't think so.

I don't know, let me think.

That's right! That's wrong!

## LOOK CRITICALLY

Study the images and the paired sentences.



A billboard campaign / An outdoor campaign



Can I ask a question, teacher? / Can I ask a question, Mr Todd?

**Now answer:** which sentences are examples of Brazilian uses of English? Can you think of other examples in which English has a Brazilian flavour?



## LOOK CLOSER

### LANGUAGE STUDY

1. Study these sentences (from or based on the talk by Professor David Crystal) and pay attention to the colored words. Can you identify a pattern?

QUESTIONS	NEGATIVE SENTENCES	SHORT ANSWERS
How long <b>does it take</b> for countries to start ...?	<b>You don't know</b> what a robot is...	Oh, yes, <b>it does</b> .
What <b>do you want</b> to talk about?	<b>It doesn't take</b> long for these countries to take the English ...	No, <b>you don't</b> .
	<b>You don't know</b> the cultural background ...	

2. Now read the explanation and complete the missing information.

#### Present Simple – questions, short answers and negative sentences

**Use** We use the present simple to:

- talk about routines and daily activities (*I get up at 6 am. I study English every day.*)
- describe universal, scientific truths (*The earth goes round the sun.*)
- characterize things and people (*Marcela has long hair.*)

**Form** • In questions, negative sentences and short answers we use auxiliary verb ..... with **he, she, it** (or equivalents) and auxiliary verb ..... with **I, you, we, they** (or equivalents).

- We use the structure DO/DOES + subject + VERB to make ..... .
- We use the structure subject + DON'T/DOESN'T + VERB to make ..... .
- We use the structure Yes-No + subject + DO/DOES-DON'T/DOESN'T to make ..... .

## LOOK CLOSER

### LANGUAGE STUDY

3. Read the items below and circle the appropriate verb form. Do some research online to check the information.
- a) People **speak/don't speak** English as a first language in China.
  - b) In Blumenau, Santa Catarina, children **learn/don't learn** Italian as a foreign language.
  - c) In the USA, students normally **learn/don't learn** French as a foreign language at public schools.
  - d) Professor David Crystal **speaks/doesn't speak** British English.
  - e) The word robot **means/doesn't mean** traffic lights in South African English.

4. Read the questions below and complete them with **do** or **does**. Then answer the YOU column.

Questions /Answers	YOU	STUDENT 1	STUDENT 2
A. <input type="checkbox"/> you speak another language at home?			
B. If your answer is Yes in A, what language(s) <input type="checkbox"/> you speak?			
C. <input type="checkbox"/> anybody in your family speak a foreign language?			
D. If your answer is YES for C, what language(s) <input type="checkbox"/> he/she speak?			
E. <input type="checkbox"/> you expect to learn other foreign languages apart from English?			
F. If your answer is YES for E, what languages <input type="checkbox"/> you expect to learn?			

- Now interview two other classmates and complete the columns for students 1 and 2. Then share your information with another classmate. Example:

*Clarissa and Marina don't speak other foreign languages, but Marina expects to learn German and Clarissa expects to learn French. I speak a little Spanish at home because my father speaks Spanish.*

## LOOK BACK AND BEYOND

### WRAPPING-UP

1. Read the texts. What is the topic?



[eubarlow.com/america-english-only-movement-is-short-sighted/](http://eubarlow.com/america-english-only-movement-is-short-sighted/)



[http://domlooi.blogspot.com.br/2011\\_01\\_01\\_archive.html](http://domlooi.blogspot.com.br/2011_01_01_archive.html)

#### Universal Declaration of Human Rights:

- **Article 2** – all individuals are entitled to the rights declared without discrimination based on language.
- **Article 19** – individuals have the right to freedom of expression, including the right to choose any language as the medium of expression.

(Extracted from [https://en.wikipedia.org/wiki/Linguistic\\_rights](https://en.wikipedia.org/wiki/Linguistic_rights)  
Accessed on March 23rd, 2016)

2. Now answer the questions.

- Do you feel a certain “pressure” to learn or use only English in specific situations? How do you feel about it?
- Does the same apply to an immigrant in Brazil in relation to Portuguese?

3. Considering the discussions in this unit, are the following statements true for you? Talk to your classmates.

- “I want to speak and write English like a native.”
- “Making mistakes when I speak or write English is no problem for me.”
- “Speaking English with an accent is a problem in communicating with other foreigners.”
- “The English that is good to learn is American or British.”

#### USEFUL LANGUAGE

I agree with sentence (a).  
It's important to me.

I don't agree with sentence (b).  
This is not correct.

Sentence (c) is true for me.

Sentence (d) is false for me.

#### LOOK CRITICALLY

Now think and discuss in Portuguese:

- Which Portuguese do you speak?
- Are there situations or contexts where people have to use a specific variety of Portuguese? Or English?
- Think about the Academic world. What kind of Portuguese / English is more appropriate in this context?

(Extracted from <http://fluentfocus.com/english-language-dialects/> Accessed on March 14, 2016)

## LOOK BACK AND BEYOND

### HANDS-ON

1. In evaluation, you are going to write a **personal account** about your English learning experience and challenges. When we write more complex texts, it is very useful to start brainstorming ideas and organizing a **mind map**. Now talk in groups:

- a) Do you know what a mind map is? What is its function?
- b) Do you normally organize your ideas with a mind map before you write an academic assignment, for example?

2. Now, read the questions and study the mind map below. In which subtopics do you think they fit in?

I – Learning experience: \_\_\_\_\_

II – Feelings towards learning: \_\_\_\_\_

III – Expectations and challenges: \_\_\_\_\_

- a) Why are you learning English? What do you need or want to do in English?
- b) What is your attitude towards learning English?
- c) What do you find difficult in learning English?
- d) What do you do to learn English? What strategies do you use?



3. Now, think about the subtopics and take notes on the questions/items. This will help you do the final writing activities in **Integrated evaluation**, for this unit.